



CT STATE DEPARTMENT OF EDUCATION

After School Grant
Program Funding Opportunities
Orientation/Bidders Conference
June 3, 2013
Dr. Agnes Quinones
After School Program Manager



Agenda

Welcome and Introductions

Dr. Agnes Quiñones

General Grant Overview and Q&A

Dr. Agnes Quiñones

After School Snack Program

Jackie Schipke, Associate Education Consultant

Bureau of Health/Nutrition, Family Services and Adult Education, CSDE

Data collection process and objectives

Marla Berrios, Afterschool21 Training and Support Specialist

CT After School Network

NIOST's Assessment of Afterschool Program Practices Tools

Ken Anthony, Director of Professional Development

CT After School Network

Effective Planning for Quality Programming

Ken Anthony, Director of Professional Development

CT After School Network

Partnerships and Parent Involvement in After School

Michelle Doucette Cunningham, Executive Director

CT After School Network

Q and A / Wrap-up



The purpose is...

- to create programs that provide students with academic, enrichment and recreational opportunities designed to complement their regular school day.
- to provide opportunities for the families of these students to participate in educational programs.




Organizations eligible to apply for after school state funds

- Local education agencies (LEA's).
- Community-based organizations (CBO's).
- Faith-based organizations.
- Other public and private entities.
- A consortium of two or more agencies/ organizations, or entities.
- Partnerships required - one or more.
- Signatures are required and very important.



After School Funding Allocation

- Awaiting final vote on state budget – hoping for \$4.5 million for each of the two years (pending state budget funding each year).
- Grants range from \$25,000 to a maximum of \$200,000 each year.
- Parent fees are allowed using a sliding fee scale.



Three Options

- A: Elementary Schools
- B: Middle and High Schools
- C: STEM – Science, Technology, Engineering and Math



Hours of Operation- Minimums

- Elementary School: 9 hours per week, 4 days a week.
- Middle School: 8 hours per week, 4 days a week, can be two two-day sessions (e.g. M/W & T/Th).
- High School: 5 hours per week, at least 2 days per week.
- No “drop in” programs.
- Must explain how the hours and schedule will meet the needs of your students and families.



Weeks of Operation

- Minimum of 25 weeks, extra points for whole year.
- First week of school to the last week of school -15 points.
- at least 30 weeks - 10 points.
- less than 30 weeks - 5 points.
- less than 25 weeks - will not be funded.



Attendance requirements

- 80% of total number of students needs to be served.
- Monthly reports measured against this benchmark.



Number of students

- Total number of students to be served annually including before school, after school, school vacations and summer.
- Programs must show that 80% of minimum dosage target was maintained in order to receive 2nd year funding.

Supplement not Supplant



- Grantees must use program funds to supplement and not supplant other Federal (21st CCLC), State, and local funds.



Checklist for Success

- Targeted vision, clear goals and measurable objectives—realistic/practical.
- Identify the services to be provided, the days/hours of operation and who will participate (parents).
- Identify partners—roles/responsibilities/timelines.
- Link program to a community need — students – measurable terms.



Budgeting

- The average program ranges from \$150,000 to \$200,000, serving two sites with a total of 150 students.
- ES/MS avg. cost: \$1500-2000
- HS avg. cost: \$1200-1500
- New budget form showing both grant budget and other funding sources/in-kind.



Fiscal Health of Organization

- New requirement
- Schools and LEAs: letter of support from superintendent attesting to program capacity to start on-time.
- Others: Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies.



Evidence of Fiscal Health

- Copy of IRS determination letter.
- Organization chart.
- List of Board of Directors with names and affiliations.
- Organization's most recent financial statements and management letter (audited, if available).
- Organization's annual operating budget and actual income and expenses for the current fiscal year.




Requirements:

- 5% of annual budget for parent engagement.
- 5% of annual budget for statewide evaluation & data collection (you will be invoiced each year).
- Grantee meetings: in-person & conference calls.
- Quality Improvement: one outside observation, quality improvement plan.
- Professional development: on-site, in-state trainings, and out-of-state conferences.
- Data entry staff to enter student attendance.
- Evaluation: End of year survey, teacher surveys, grades, etc.



Details and deadline

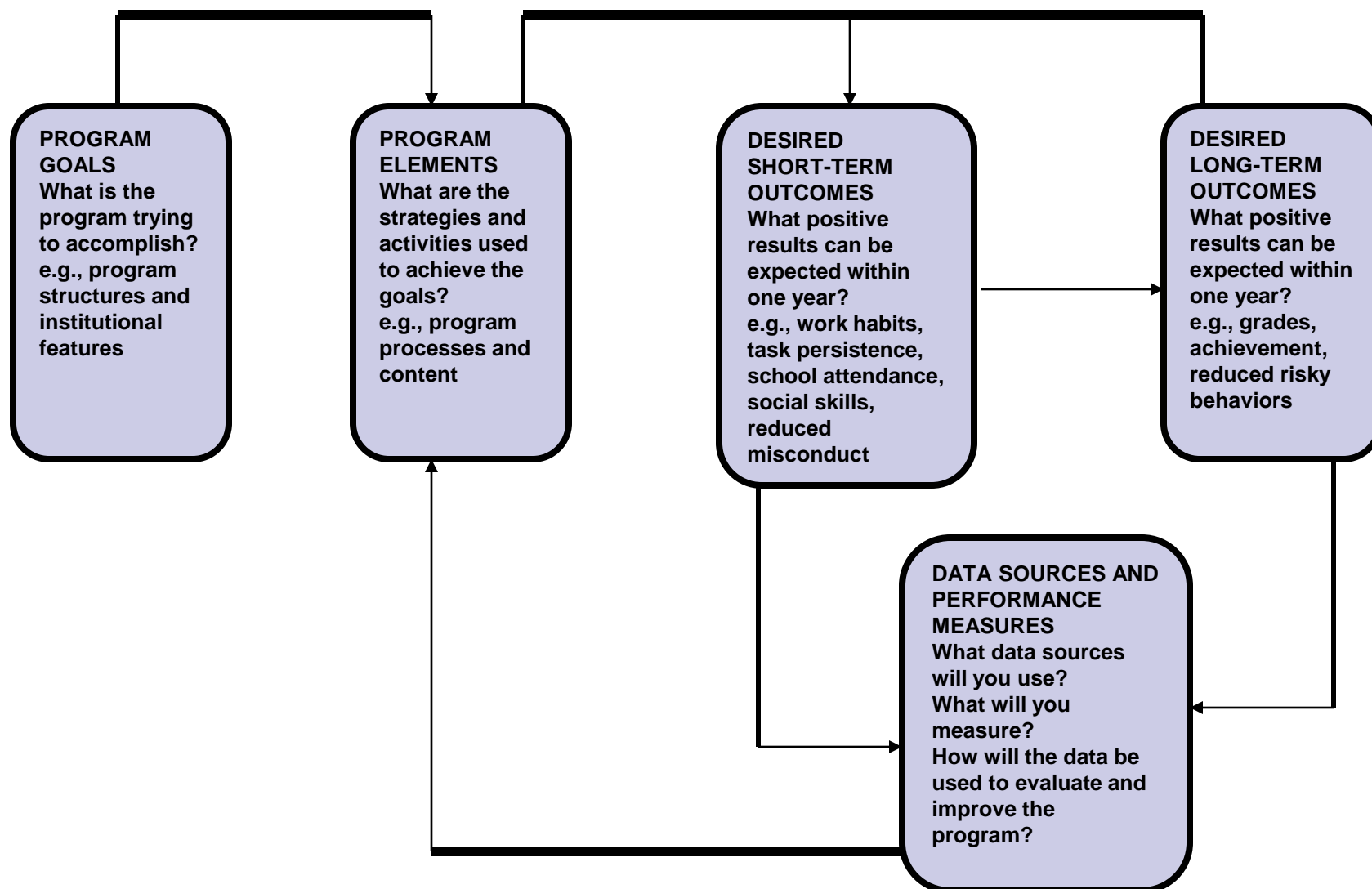
- Grant deadline: June 28th, 2013 4:30 p.m.
- Original and three copies
- Cover page must have all required signatures (LEA and Partner-Lead agency)
- Cover page-identify who you are! No acronyms
- Grant review process
- Competition notification and interview process



Existing Grantees – Funding History

- Met program requirements: number of weeks, days and hours, total # students targets, target # students attending 60% of program activities, & per student costs, from on-line data collection system.
- Parent Engagement Reporting Form.
- Quality Improvement Reporting Form.
- Up to 30 points awarded total.

Logic Model: A Visual Representation of a Theory of Change





A. NEED FOR PROJECT

- Provides a description of the applicant community and the needs of the target population. (5 pts.)
- Provides a description of how the proposed project will remedy the risk factors for each target population. (10 pts.)



B. QUALITY OF PROJECT DESIGN

- Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization. (5 pts.)
- Identifies target population, including number of students to be served and addresses needs of target population. (10 pts.)
- Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students. (5 pts.)



B. QUALITY OF PROJECT DESIGN

- Offers parents a broad range of activities to promote parent involvement. (10 pts.)
- Documents logical and realistic project goals, objectives, activities and timeline. (5 pts.)
- Provides a calendar that identifies the program's start date, end date, days of operation including any vacation and summer programming. (15 pts.)
- Describes how children will travel safely to and from the program and home. (5 pts.)



Program Priorities

- **Options A and B**

- Literacy (15 pts.)

- Math/Science (15 pts.)

- Wellness Component (5 pts.)

- **Option B only**

- College and Career Readiness (10 pts.)

- **Option C**

- Math (15 pts.)

- Science, Technology, Engineering (15 pts.)

- Wellness Component (5 pts.)



C. ADEQUACY OF RESOURCES

- Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the applicant organization or the lead applicant organization. (5 pts.)
- Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (10 pts.)
- Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies. (5 pts.)



D. QUALITY OF MANAGEMENT PLAN

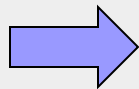
- Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible. (5 pts.)
- Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks. (10 pts.)
- Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations. (10 pts.)



E. DISTRICT IMPROVEMENT PLAN

- CT Alliance Districts who submit proposals that have a letter from the Principal(s) of the school(s) to be served that outlines how the after-school program aligns with and supports the goals of the Alliance District Approved Plan. (5 pts.)

CSDE Curriculum Framework Links



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A Superior Education for Connecticut's 21st Century Learners...

- Commissioner's Update
- Calendar
- Career Opportunities

Latest News

- Request for Information (RFI) Next Generation Statewide Assessment Related to Common Core State Standards [PDF]
- Missing Link in Student Achievement: Nutrition and Physical Activity [PDF]
- IDEA Part B Application for Federal Fiscal Year 2011 [PDF]
- Report of the State Commission on Educational Achievement [PDF]
- Condition of Education in Connecticut [PDF]

Quicklinks

- Agency Circular Letters
- Bullying and Harassment Certification
- Connecticut Education Data & Research "CEDaR"
- Connecticut Technical High Schools
- No Child Left Behind (NCLB)
- Regional School Choice Office
- Request for Proposals
- Results-Based Accountability (RBA)
- School Openings and Closings 2010-2011

CSDE Curriculum Framework Links

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Teachers & Administrators

- [Becoming an Educator](#)
Requirements on becoming a newly certified teacher, identification of planned programs and job vacancies.
- [TEAM Program](#)
The Teacher Education And Mentoring Program is a new beginning teacher induction program, effective July 1, 2010. This site will provide information and resources as they become available.
- [Career Advancement/Award Programs](#)
Advancing your educator certificate, continuing education units, professional development, National Board Certification and educator awards.

Grant Opportunities
This link provides information on state, federal and private grant opportunities and applications that are available to eligible applicants.

Leadership Initiatives
Standards, induction, professional development, effective practices, SAELP grant.

Paraprofessionals

Retirement
Teacher Retirement Board and State Employee Retirement Systems.

School Improvement/Connecticut Accountability for Learning Initiative

Staff Data, Research & Reports
Information for teachers, administrators and teacher preparation programs.

Teaching & Learning
Early Childhood and PK-12 standards and learning resources including information on PK-16 initiatives

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165 Capitol Avenue
Hartford CT 06106
(860)713-6543
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Teaching and Learning

The Connecticut State Department of Education supports its school districts with the development of rigorous and relevant curriculum, PK-12. Curricular development takes place at the district level through meaningful, ongoing, data-informed discussions involving districtwide educators.

Supporting district-based curriculum development, the state provides resources to include frameworks with standards and grade-level expectations, templates for curriculum, and sample lessons and assessments. State-provided professional development, supplementary resources, and Bureau of Teaching and Learning staff are also available to assist.

[COMMON CORE STATE STANDARDS](#)

CURRICULAR CONTENT AREAS

 ARTS	 MATHEMATICS
 CAREER & TECHNICAL EDUCATION	 PHYSICAL EDUCATION
 HEALTH	 SCIENCE
 INFORMATION & COMMUNICATION TECHNOLOGIES	 SOCIAL STUDIES
 LITERACY/ ENGLISH LANGUAGE ARTS	 WORLD LANGUAGES

EARLY CHILDHOOD LEARNING STANDARDS

- Connecticut Preschool Framework [\[PDF\]](#)

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CONTACT INFORMATION

- Dr. Agnes Quinones, Program Manager
agnes.quinones@ct.gov
860.807.2126
- Marie Aligata, Assistant
marie.aligata@ct.gov
860.807.2061
- Websites:
www.ct.gov/sde
www.ctafterschoolnetwork.org